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INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE ACADEMIC PERFORMANCE OF THE STUDENTS OF STANDARD 8TH AND 9TH OF SURAT CITY WITH THEIR PARENTAL SUPPORT

1.0 INTRODUCTION

In the fifties to seventies, a person's Intelligence Quotient (IQ) or mental ability was considered as a key determining factor for success in school and in a later career. It was believed that students had to have a high IQ in order to be a successful engineer, doctor, lawyer, or university professor[1]. It's important to realize the fallacy of IQ as a key determinant of success in life. In 21st century, intelligence and success are not viewed the same way as they were before. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. New theories of intelligence have been introduced and are gradually replacing the traditional theory. IQ alone is no more the only measure for success; emotional intelligence and social intelligence, also play a big role in a person's success (Goleman, 1995)[2]. From his review of the research, Daniel Goleman concludes that "At best, IQ contributes about 20 percent to factors that determine life success, which leaves 80 percent to other factors". He further added that Emotional Quotient (EQ) will seriously affect educational approaches based on IQ that have mere logic, data, concrete thinking and process. Unlike IQ, which is unchanging from childhood onwards, emotional intelligence can be developed.

Emotional intelligence is a positive and exciting topic with enormous implications for kindergarten to college education. Emerging interdisciplinary researches and studies from education, business, psychology, and behavioral medicine have significant contributions of emotional intelligence to human performance, personal health, and resilience. Emotional knowledge, skills, and intelligence hold a major key to improve education and help teachers, students, etc. Moreover it develops professionals for higher degrees of achievement, career success, leadership and personal well-being (Low, G., et. al., 2004)[3].

Mayer and Salovey[4] (1990 & 1993) defined EQ concept "as the capacity that individuals have for monitoring and understanding their feelings and those of others, describe the discrimination between various types of emotions and using this information to channel thoughts and knowing and recognizing one's own emotions, managing emotions, motivation, being aware of other's emotions, and being able to control relations with others".

According to the theoretical model of Bar-On[5] (1997 & 2000), EQ is defined as a sum of emotional and social competencies that determine the modalities with which a person relates to both him/herself and to others in order to cope with environmental pressure and requests. EQ is thus, an important factor in determining success in life, and more generically, influences the well-being of individuals. EQ develops over time, changes in the course of life, and can be increased by means of training programs.

Goleman[2, 6] (1995 & 1998), focuses on the people who are not successful in life in spite of a high IQ, has defined the structure of EQ as recognizing one's own and other's emotions, positive thinking and the ability to be successful at personal relationships. He has defined the competencies in five basic dimensions: understanding emotions, controlling and managing emotions, actuating emotions and motivation, empathy, and social skills. This definition and its dimensions have led to the opinion that there is a deep relation between successes in education life through EQ.

On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related. Findings have demonstrated that parent's support in the education of the children has been found to be of benefit to parents, children, and schools (Aremu, O., et. al., 2006)[7]. It is also concluded that parents play a vital role in making the foundation for their children's learning. Generally, it is said that if children are supported by caring and capable parents who are able to enjoy nurturing and moderate competitive kinship, a foundation for learning is taken place with no difficulty (Khajehpour, M., 2011; Adetayo, 2011)[8, 9]. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents–teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school.

The results of different researches indicated that emotions, being the most significant and influential component of personality, play an extremely important role in

ones well-being. These are emotions, which help the students to make important decisions of their life. Emotions facilitate their attitude and behavior towards the attainment of their goals. Therefore, it can be said that healthy emotions give clarity in perception, thinking and analyzing everyday life situations. Thus, an attempt will be made to examine and coordinate the relationship between emotional intelligence and its effect on academic performance. For the present study the term Emotional Intelligence (EI) and Emotional Quotient (EQ) are used as synonyms.

2.0 STATEMENT OF THE PROBLEM AND THE TERMS DEFINED

The problem identified for the present research is:

"INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE ACADEMIC PERFORMANCE OF THE STUDENTS OF STANDARD 8TH AND 9TH OF SURAT CITY WITH THEIR PARENTAL SUPPORT"

The words used in the title of the research have definite meaning for the purpose of research. The same words may convey different meaning to different people. Thus it is necessary to give operational definition of words included in the title.

Influence – For this research the word influence showed the effect of emotional intelligence on the students' academic performance.

Emotional Intelligence – "Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.". (Mayer et al., 2004)[10]

In this study Emotional Intelligence (EI) means the score achieved by students on the 'Emotional Intelligence Scale (EIS)' prepared by researcher having four main competencies viz. Intrapersonal Awareness, Intrapersonal Management, Interpersonal Awareness and Interpersonal Management, in which total 110 items pertaining different emotional situations.

Academic Performance – A measure of students' performance as determined by marks or percentages. In the present research, academic performance means the students' first terminal marks of 2011-12 in Mathematics and English.

Standard 8th and 9th – In Gujarat secondary education Board (GB) at the time of proposal 8th and 9th standards were in the secondary sections but later on 8th standard is in higher primary section and 9th standard is still with secondary section. In Central Board of secondary education (CB) 8th and 9th standards are in higher secondary sections.

Surat city - Surat is a port city situated on the banks of the Tapti River. The city is located at 21°10′N 72°50′E 21.17°N 72.83°E. The Surat city is a part of Surat district of Gujarat state.

Parental Support – For this research parental support is a score obtained on 'Parental Support Scale (PSS)' prepared by Shobha Nandwana and Nimmki Asawa.

3.0 OBJECTIVES OF THE STUDY

To accomplish the purpose of the study, the main objectives are as below:

1) To construct and standardized emotional Intelligence Scale for the students of standard 8th and 9th of Surat city.
2) To study the emotional intelligence of sampled students of different boards, standards and gender.
3) To obtain the present academic performance of sampled students.
4) To study the relationship between emotional intelligence and academic performance of sampled students of different boards, standards and gender.
5) To study the relationship between various competencies and skills of emotional intelligence with academic performance of sampled students of different boards, standards and gender.
6) To measure the parental support of sampled students.
7) To study the relationship between emotional intelligence and parental support of sampled students of different boards, standards and gender.
8) To study the relationship between parental support and academic performance of sampled students for different boards, standards and gender.
9) To study the combined effect of emotional intelligence and parental support on the academic performance.

4.0 HYPOTHESIS OF THE STUDY

Hypothesis assists the researcher to analyse the data keeping in mind the objectives of research. Moreover it helps to examine the data using different methods of statistical analyses. The researcher has decided to examine the following hypothesis.

1) There is no relationship between emotional intelligence and its competencies.
2) There is no relationship between competency of Intrapersonal Awareness and its skills.
3) There is no relationship between competency of Intrapersonal Management and its skills.
4) There is no relationship between competency of Interpersonal Awareness and its skills.
5) There is no relationship between competency of Interpersonal Management and its skills.
6) There is no relationship between emotional intelligence and its twelve skills.
7) There is no significant difference of emotional intelligence of students of different boards.
    - 7a) There is no significant difference in emotional intelligence of eighth standard students for different boards.
    - 7b) There is no significant difference in emotional intelligence of ninth standard students for different boards.
    - 7c) There is no significant difference in emotional intelligence of male students for different boards.
    - 7d) There is no significant difference in emotional intelligence of female students for different boards.
8) There is no significant difference of emotional intelligence of students of different standards.
    - 8a) There is no significant difference of emotional intelligence of Gujarat board's students of different standards.
    - 8b) There is no significant difference of emotional intelligence of Central board's students of different standards.
9) There is no significant difference of emotional intelligence of students of different gender.

9a) There is no significant difference of emotional intelligence of Gujarat board's students of different gender.

9b) There is no significant difference of emotional intelligence of Central board's students of different gender.

10) There is no significant relationship between emotional intelligence and academic performance of students.

10a) There is no significant relationship between emotional intelligence and academic performance in Mathematics subject.

10b) There is no significant relationship between emotional intelligence and academic performance in English subject.

11) There is no relationship between four competencies of emotional intelligence and academic performance of students.

11a) There is no correlation between competency of Intrapersonal Awareness and academic performance of students.

11b) There is no correlation between competency of Intrapersonal Management and academic performance of students.

11c) There is no correlation between competency of Interpersonal Awareness and academic performance of students.

11d) There is no correlation between competency of Interpersonal Management and academic performance of students.

12) There is no relationship between twelve skills of emotional intelligence and academic performance of students.

12a) There is no correlation between Self Awareness and academic performance of students.

12b) There is no correlation between Self Esteem and academic performance of students.

12c) There is no correlation between General Mood and academic performance of students.

12d) There is no correlation between Self Control and academic performance of students.

12e) There is no correlation between Personal Power and academic

performance of students.

12f) There is no correlation between Drive Strength and academic performance of students.

12g) There is no correlation between Social Awareness and academic performance of students.

12h) There is no correlation between Social Relationship and academic performance of students.

12i) There is no correlation between Empathy and academic performance of students.

12j) There is no correlation between Leadership and academic performance of students.

12k) There is no correlation between Attitude and academic performance of students.

12l) There is no correlation between Managing Relationship and academic performance of students.

13) There is no significant difference between correlations of emotional intelligence and academic performance among students of different boards.

13a) There is no significant difference between correlations of emotional intelligence and academic performance among eighth standard students of different boards.

13b) There is no significant difference between correlations of emotional intelligence and academic performance among ninth standard students of different boards.

13c) There is no significant difference between correlations of emotional intelligence and academic performance among male students of different boards.

13d) There is no significant difference between correlations of emotional intelligence and academic performance among female students of different boards.

14) There is no significant difference between correlations of emotional intelligence and academic performance among students of different standards.

14a) There is no significant difference between correlations of emotional intelligence and academic performance among Gujarat board's students of different standards.

14b) There is no significant difference between correlations of emotional intelligence and academic performance among Central board's students of different standards.

15) There is no significant relationship between correlations of emotional intelligence and academic performance among students of different gender.

15a) There is no significant relationship between correlations of emotional intelligence and academic performance among Gujarat board's students of different gender.

15b) There is no significant relationship between correlations of emotional intelligence and academic performance among Central board's students of different gender.

16) There is no significant relationship between emotional intelligence and parental support of students.

17) There is no significant difference between correlations of emotional intelligence and parental support among students of different boards.

18) There is no significant difference between correlations of emotional intelligence and parental support among students of different standards.

19) There is no significant difference between correlations of emotional intelligence and parental support among students of different gender.

20) There is no significant relationship between parental support and academic performance of students.

21) There is no significant difference between correlations of parental support and academic performance of students among students of different boards.

22) There is no significant difference between correlations of parental support and academic performance of students among students of different standards.

23) There is no significant difference between correlations of parental support and academic performance of students among students of different gender.

24) Emotional intelligence and parental support are not significant predictors of students' academic performance.

5.0 IMPORTANCE OF THE STUDY

The researcher is working as a lecturer in the training college. While observing the lessons of trainees, she felt that students were not able to give proper co-operation to trainees in the teaching and learning process. Moreover, researcher came to a conclusion after post discussion with trainees that emotional intelligence was lacking in students. Emotional intelligence includes abilities to identify emotions accurately in oneself and in other people, understand emotions and emotional language, manage emotions in oneself and in other people, and use emotions to facilitate cognitive activities and motivate adaptive behavior.

So, to study the measurement of EI and its impact on academic performance in present research will benefit the administrators/ management, principals, teachers, parents and students will be benefited by uplifting the academic performance of the students through the present study.

Administrators or management should treat teachers, students and parents in a democratic way. This will lead them to express their views frankly and freely. This will create openness leading to emotional development.

Principal is an academic leader providing educational leadership, leading to better teaching-learning process. EI can help and guide the principal for this purpose.

Teachers have to deal with the heterogeneous group of students, having different educational, economical, social and cultural background. Even in an adverse situation teacher should control there temper and treat students in a humanistic way.

Parents, can play a pivotal role in the learning of their wards by cooperating teachers, in understanding their problems, suggestions to improve the learning of their wards and making future better citizen which is well parents devotion.

The future of India is being shaped in her classroom. This is only possible if students are treated with a human touch which will lead to emotional development of students.

So, parents, teachers, institutions and society should at large concern about how best to enhance emotional intelligence and education skills. This is probably because emotional and educational skills are highly fundamental to the understanding of scientific and technological development, socio-economic and life success.

6.0 LIMITATIONS OF THE STUDY

It is expected from the investigator to study all the aspects relevant to survey research undertaken. It is not impossible but beyond the capacity of any researcher to cover all the aspects. Thus, it is in the interest of any researcher to delimit the problem. For the present research,

- The study is restricted to Surat city only.
- The sampled students of standard 8^{th} and 9^{th} are randomly selected from the schools of GSEB and CBSE covering from different areas of the Surat city.
- For the purpose of academic performance the researcher had taken in consideration marks obtained by the sampled students at first terminal test in Mathematics and English.

7.0 POPULATION AND SAMPLING

The researcher had gone through the literature related to emotional intelligence and then decided to prepare a tool measuring EI of the students whose age group is 12 to 16, to examine the relationship among emotional intelligence, academic performance and parental support. Furthermore, the researcher also studies the EI and its relationship with academic performance for different genders, boards and standards of the students.

For this research it is expected from the researcher that he/she must have clarity of population about the research undertaken. This will help an investigator to select a proper sample relevant to study with the help of sampling methods. In the following paragraphs the researcher will discuss in brief a population and sampling of present research.

1) Population:

Here, in this research the population means all English Medium schools of Gujarat Board (GB) and Central Board (CB) of Surat City which included 8^{th} and 9^{th} standard students. Presently, 425 schools exists in Surat city from which 55 schools belong to English medium schools. Out of 55, 41 are affiliated to Gujarat Board and 14 affiliated to central Board.

2) Sampling:

For the present study the researcher has decided to use random sampling of ten schools of GB and CB from different areas of Surat city. From each co-education school students of standard 8^{th} and 9^{th} will be taken randomly. Total 1184 students were taken as a sample from both the boards.

8.0 TOOLS OF THE RESEARCH

In the present research following tools are used to collect the data:

1) Emotional Intelligence Scale (EIS)

The Emotional Intelligence Scale is constructed and standardized to measure emotional intelligence by the researcher.

EIS is a self report tool, which measures twelve emotional intelligence skills those are clustered under four broad personality domains (competencies). These are Intrapersonal Awareness (Self Awareness, Self Esteem and General Mood), Intrapersonal Management (Self Control, Personal Power and Drive Strength), Interpersonal Awareness (Social Awareness, Social Relationships and Empathy) and Interpersonal Management (Leadership, Attitude and Managing Relationship).

Initially to construct the EIS, the researcher had prepared items based on above competencies/skills and send it to experts for their suggestions taken into consideration. Then the scale was modified and ready to prepare for the pre-pilot study. After receiving feedback, from pre-pilot study, the items were further modified and the scale was prepared for pilot study. With the help of statistical analyses the ineffective items were removed from pilot draft. Finally, the researcher selected remaining items and prepared a final draft of 110 items, which are scored on five point rating scale i.e. strongly agree, agree, uncertain, disagree and strongly disagree.

2) Parental Support Scale (PSS)

This test is a standardized test which was originally prepared by Shobha Nandwana and Nimmki Asawa. This scale consisted 37 items with three dimensions viz. parental interest, parental behavioral and resources provision.

3) Academic Performance

The scores obtained by the students on Mathematics and English subjects at first terminal exam was considered as academic performance for the said research.

9.0 PROCEDURE OF DATA COLLECTION

The researcher had developed emotional intelligence Scale to collect data for this research. For this process formal permission from the concerned authorities of school was imperative. The researcher personally contacted the principals of different schools in order to get permission for the data collection of different scales (EIS & PSS) and academic results. EIS was intentionally not kept time bound but students approximately took one hour, therefore, teachers who would teach these classes had to be asked to cooperate in sparing their periods so that students can complete questionnaires in class room setting. Parental support scale was given to students and they were informed that the questionnaire should be filled in by their parents in their presence at home and they should bring it back next day. Academic performance of the same sampled was obtained from the records of the schools.

10.0 ANALYSIS OF DATA

For the present research, to analyse the data the researcher will use chi-square, T-test, Z-test, Pearson's correlation and ANOVA using Microsoft Excel and SPSS version 17.0. The researcher has used descriptive statistics (mean, median, mode, standard deviation and standard error of mean, minimum and maximum values) to explore the emotional intelligence of different students. The researcher has decided to use the Pearson's correlation factor to measure the effect of emotional intelligence on the students' academic performance. ANOVA is used to find out the effect of emotional intelligence, parental support to predict academic performance. The researcher has also decided to measure the impact of parental support on the academic performance of students as mentioned by the same method stated earlier. Furthermore the researcher will also explore the relationship between parental support and emotional intelligence. The standardization procedure was carried out through reliability and validity of the EIS for this research.

11.0 FINDINGS

1. EI and its competencies and skills:

   Researcher examined the relationship between EI and its four competencies. She got high correlations between EI and all four competencies. The results proved that the Interpersonal Awareness had highest effect on students' EI followed by Intrapersonal Management, Interpersonal Management and Intrapersonal Awareness.

   Researcher also examined the relationship between EI and its twelve skills. All twelve skills showed good relationship at 0.01 level of significance however, the highest correlation was found between EI and Drive Strength. Drive Strength is a key emotional skill essential for high performance, goal achievement, and success. Its presence in students make them emotionally strong at this age. Other emotional skills like Social Relationship, Empathy, Social Awareness and Managing Relationship also came in top five group which shows higher impact on total EI. It was clearly observed that the self-centered students i.e. who scores more in Intra-skill group but less on Inter-skills group had a substantial low EI than others.

2. EI and different boards, standards and gender

   Researcher made an effort to examine the relationship between students' EI and different boards i.e. GB and CB. Researcher found significant difference on the score of EI with two different boards. The score of CB students was higher than GB students. So, it was proved that the CB students were more emotionally sound than the students of GB.

   Researcher had found no relationship between EI and students studied in standard 8^{th} and 9^{th}. It proved that the age of one year had no effect on EI.

   Researcher had also found the relationship between students' EI and different gender. Researcher found significant difference on the scores of EI with male students and female students. The scores of female students were higher than the scores of male students. Thus it was proved that females were emotionally more sound than male.

3. Emotional Intelligence and academic performance.

The one of the main aims of the study was to understand the relationship between emotional intelligence and academic performance. This study showed a significant relationship between them. It justifies the belief that educational programs at schools (where input and output are only human), their emotions play a critical role in learning. Students who were adjusted emotionally well could improve their academic performance as learners.

Researcher made an attempt to examine the impact of EI on subjects like Mathematics and English. Researcher came out with findings that there was an impact of EI on the score of both the subjects but more on English than Mathematics.

Researcher had examined the correlations of EI and academic performance of the students of different boards, standards and gender. Researcher found the significant correlation at 0.01 level for scores of EI and academic performance of the students of different boards i.e. CB and GB. The female students were found superior on EI and academic performance comparing to male students; while the correlation between EI and academic performance related to standards was almost same.

4. Emotional Intelligence and Parental Support

Researcher found a strong relationship between EI and parental support. The Researcher had examined the correlations of EI and parental support of the students of different boards, standards and gender. It was proved that when children are supported by caring-capable parents who enjoy nurturing, create emotionally strong children. The Central Board students showed more relationship on EI and parental support than students of Gujarat Board. Similarly, Female students were also showed more relationship between EI and parental support than male students at 0.05 level of significance. However, correlation between EI and parental support was almost same of 8^{th} and 9^{th} standards students.

5. Parental Support and Academic Performance

There was a strong relationship between parental support and academic performance for all students as well as for boards, standards and gender. Parent involvement had been shown to be an important variable that positively influences children's education. So, nowadays more and more schools are observing the importance and are encouraging families to become more involved. Findings demonstrated that parental support had been found benefited to parents, children and school through academic performance. Parents play an invaluable role in laying the foundation for their children learning.

6. Emotional Intelligence, Parental Support and Academic Performance

In this investigation, analyses of relationship among emotional intelligence, parental involvement and academic performance indicated that there was a positive and significant relation among them in sampled students. This suggests that strong emotional intelligence and parental support could lead to better academic performance.

12.0 IMPLICATIONS OF THE STUDY

Parents could have to note that wards' intrapersonal and interpersonal relationships and direct interest in the academics of their students could bring a better academic performance. Thus effort should be made by them to be positively disposed to academics of their students.

Both the institution and their teachers need to cooperate in making the learners to be well adjusted emotionally as this could improve their academic achievement. It is therefore, recommended that counseling psychologists and institutional counselors should work on the emotional well-being of students in the educational institutions. In particular, the study suggested that a teacher really needs to play a role of psychologist for the emotional well-being of students in their academic success.

13.0 CONCLUSIONS

The most important goal for every institution of higher education is academic development. However, in today's diversified society, students need much more to lead healthy and productive lives concerning academic, career and personal goals.

The researcher wants to conclude from the findings of the present study that academic achievement is affected by several factors, of which emotional intelligence is a crucial component. As emotional intelligence has been found to be a teachable construct, conscious efforts should be made to integrate emotional intelligence into school curriculum. So, in adolescent age, emotional intelligence should be incorporated into the general study programme and made compulsory for all students irrespective of their boards. In terms of educational quality and resources, it can be emphasized that new educational programs should focus on development of social and individual values such as close and intimate relationships, consciousness, collaboration, confidentiality, tolerance, respect, love, empathy, leadership, and etc.

Findings of this research also indicated the importance of the parental support on student's emotional intelligence and thus on academic performance. The home has a great influence on the students' psychological, emotional and social state. Thus, home-related activities should be increased which included parents working with children on their homework, parents talking to children about school-related topics, and parents taking kids on fieldtrips.

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